**Lesson Plan Template**

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| Title: | iPod Touch 4 Literacy |
| Subject: | ELA |
| Grade Range: | 3 to 5 |
| Brief Description: | Students will learn to use applications on iPod touch devices to develop vocabulary, write creative stories and practice reading fluency. |
| Duration: | 45 minutes – 1 hour |
| Objectives: | Students will:   * Use Safari to search for photos at <http://www.pics4learning.com/> * Copy and save photos to Photo library. * Review parts of speech * Use Mad Libs to apply vivid vocabulary words using parts of speech. * Select, copy, and paste writing passages into StoryKit for editing. * Use StoryKit to revise and enhance their creative writing with details, photos, drawings, and narrations. * Use Dictionary/Thesaurus to find vivid vocabulary/parts of speech. * Practice fluency by reading, recording and listening to the story they have created. * Publish finished story by emailing to teacher, parent, and/or themselves. |
| Standards Covered: | **Common Core State Standards for Writing  Text Type and Purposes #3**  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.  d. Use concrete words and phrases and sensory details to convey experiences and events precisely.  e. Provide a conclusion that follows from the narrated experiences or events.  Write narratives to develop real or imagined.  **Production and Distribution of Writing, #5**  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.  **Production and Distribution of Writing, #6**  With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.  **Common Core State Standards for Foundational Skills  Fluency #4.**  Read with sufficient accuracy and fluency to support comprehension.  a. Read *on-level text* with purpose and understanding  b. Read *on-level* prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| Essential Questions: | How can apps on the iPod touch device be used to develop vocabulary, write vividly, and read fluently?  How can vivid word choice make writing more interesting to my audience? |
| Warm Up Activity:  (Do Now) | In cooperative pairs, have each partner take 1 minute to describe a fun day at the beach. |
| Visual Strategies:  (Including Differentiation) | Provide a graphic organizer (flow chart) with directions.  Provide screen shots of various steps.  Have students use a storyboard template, for pre-planning.  Give students a photo to prompt ideas for story writing. |
| Student Activities: | Students will pair with a partner to play the Mad Lib game. Players will work together, taking turns as a Reader and a Writer. The Reader reads the description for the word, the Writer decides on which words to use. Both will enter the same words decided upon on each of their iPods. (Variation of the game can be that each student enters their own words) Once the story is complete, students will take turns reading back sentences of the finished story with the filled-in words.  Each student will then open Safari, navigate to the designated website and search for at least two photos related to a beach theme and save to Photos.  Each student will copy passages from the Mad Lib app, open StoryKit app, and paste each passage onto a new storybook page.  Students will add photos, drawings, and recorded narrations to enhance their stories. Students can add more details to their text, design their own illustrations, and add additional pages with new passages. Student can use Dictionary to look up words and synonyms in the Thesaurus.  Final stories will be shared with their partners. If email is available, the stories can be emailed to the teacher and published to a website. |
| Assessment of Student Learning | Use **Poll Everywhere** with questions designed to measure objectives. |
| Closure/Summary | **Exit ticket: 3-2-1**  List 3 things you learned, 2 ways you could use this in your classroom, 1 thing you would like to know more about. |
| Teaching Tips: | Increase this to a higher LoTi level by having students create their own Mad Libs for each other to use in creating a story related to a thematic unit and/or personal experience.  Set up bookmarks on the iPod for easy access of websites.  Position all apps together for a lesson on the same screen. |